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In Wisconsin, the Waters Unite Us

By Paul Wozniak, Co-author of Beyond Earth Day: Fulfilling the Promise with Gaylord Nelson and Susan Campbell.

Water is something of an obsession for Wisconsin and with good reason. With 15,000 inland lakes, 32,000 miles of perennial rivers and streams, 5.3 million acres of wetlands; and 1.2 quadrillion gallons of groundwater, Wisconsin is water rich. Even those who don't engage it directly with fishing line or swimsuit like to sit on the banks and daydream.

"In the morning sunlight the lake lay still," wrote Sauk City writer August Derleth, "its water calm and cobalt, framed by the deep green pines and the shadowed darkness beneath them, where no ray of sunlight reached."

The encounter appears devoid of contact, but it's not. Water touches the subconscious. "Even in my dreams the creeks and rivers of spring haunted me," wrote Sigurd Olson, "the sound of running water, oozing rivulets from suddenly warmed banks."

Psychologically, aesthetically and spiritually water has value, but water is also hard science—the science of survival.

"Water must be thought of in terms of the chain of life it supports," wrote Rachel Carson, a biologist as well as non-formal environmental educator.

In this year-2003-in all these ways, it's Wisconsin's Year of Water.

Environmental education (EE) has a big role to play in helping people learn more about water resources. While EE about water is suitable every

year, today it's important for Wisconsin educators to jointly focus on water. Do so and you'll be taking part in a larger effort to help Wisconsin grapple with decisions of great significance.

We're all aware in a general way that our livelihoods and quality of life depend on Wisconsin's abundant waters. When asked why Wisconsin's waters are important to the state, people quickly mention water-related tourism, agriculture or any of several other economic uses. What's important is how quickly the average Wisconsinite comes up with examples of water's value. After all, people protect what they value and appreciate.

This is not newfound appreciation. It's a foundation of Wisconsin culture.

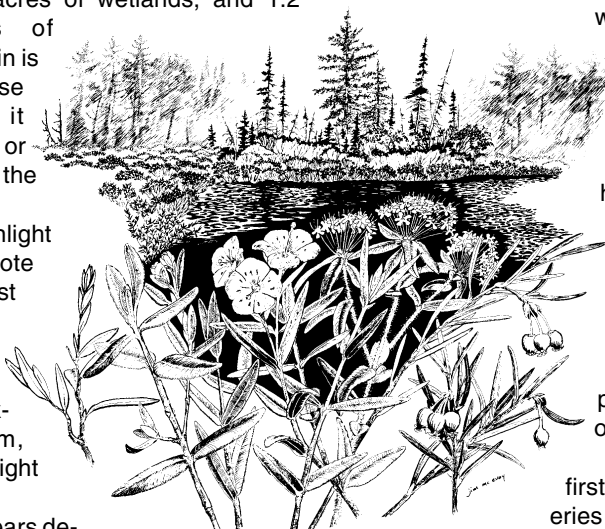
Wisconsin was one of the first states to establish a fisheries commission, protect the wilderness qualities of a river, the first

to pass a state "wild rivers" law and the first to legislate the re-protection of isolated wetlands.

When 2003 was designated Year of Water in Wisconsin, one intention was to enrich the appreciation of water bring it to our attention. There are multitudes of water issues challenging the state today. Wisconsin citizens will need focus as well as a fuller appreciation to address them skillfully.

A better informed public is key. Educators have a role in the year of water to inform those who will shape the future of this "land of gathering waters."

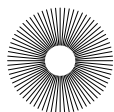
We start with the advantage that Wisconsinites recognize their water treasure, and it will be this appreciation that keeps us focused on working together. Through history, through personal experience, through moral sense, water unites Wisconsin.



This issue of *EE News* was funded in Part by the Wisconsin Academy of Sciences, Arts and Letters from the Bob and Carroll Heideman Learning Fund. This fund offers long-term support for the Wisconsin Academy's educational program by supporting student scholarships at Academy forums, internships, curriculum development and similar opportunities.

The special insert in this issue is in celebration of 2003 as Wisconsin's Year of Water. Several of the articles are adapted from *Waters of Wisconsin: the future of our aquatic ecosystems and resources*, report of a three-year initiative to examine Wisconsin's waters in the context of several generations with the intent of creating a framework to enhance the long-term sustainability of Wisconsin's waters. A full copy of the *Waters of Wisconsin* report can be found on line at <http://www.wisconsinacademy.org> or requested by calling (608) 263-1692 x10.

Special thanks to Shaili Pfeiffer for providing content oversight and direction, all the writers who contributed articles for the special issue, and to Carrie Morgan for assistance with editing.



wisconsin academy
of sciences arts & letters

Fall News & Events

EE News Impacted by State Budget Cutbacks

EE News has been in production since 1984, providing teachers and non-formal educators with quality resources to help integrate environmental education into teaching in the classroom, outdoors, at nature centers, and in the home.

Due to recent state budget cutbacks, vital services used in the production of the newsletter were eliminated. This is a critical turning point in the dissemination of environmental education news statewide. Your continued support of this vital EE

communication tool is essential to its future. Please renew today to show your support and also provide us with your input on the future of this publication by visiting our Web site and provide feedback about the newsletter at: <http://www.dnr.state.wi.us/org/caer/ce/bureau/education/eenews.htm>.

Checks should be made payable to *EE News* for \$5 (The DNR is only processing one-year subscriptions at this time and

\$10 checks will be returned, however, additional donations are welcome to help support *EE News*. Please identify donation amounts on your check or money order) and send it to: Editor, *EE News*, CE/6, Department of Natural Resources, P.O. Box 7921, Madison, WI 53707.

Please note that the *EE News* format and length may change due to these budget impacts, but we will continue to provide you with the same quality of information.

—Editor

Student Conservation and Environmental Awareness Contests

The Wisconsin Land and Water Conservation Association (WLWCA) sponsors an annual competition for students of all ages. The 46th Annual State Poster and Speaking Contest is scheduled for November 8, in Stevens Point. Since its inception, over 400,000 Wisconsin students and their families have participated in the annual event. While improving their public speaking skills and utilizing their creativity, students learn about the importance of conservation and preserving our natural resources.

The poster contest offers an opportunity to create individual artwork concerning subject matter of environmental aware-

ness or conservation of natural resources. The speaking contest challenges students through the oral presentation of subject matter pertaining to environmental quality and by demonstrating familiarity with the chosen subject. Contest divisions for the poster contest include all grade levels.

Participating students become eligible to compete in the state contest by winning their respective county and regional contests. At the state level, all participants are awarded with certificates. Students who place first through third receive a trophy or a plaque recognizing their achievement.

The "theme" for the fall contest is "50 Years of Conservation in Wisconsin," focusing on the history and progress of conservation efforts in the state. This year marks the 50th anniversary of WLWCA's Annual Conference, and first-place state speaking contest winners will be invited to deliver their speech at this year's conference in Madison.

For more information, contact your County Land Conservation Department office, or call Lisa Draeger at (608) 833-1833. ♦

EE News is published quarterly by the Wisconsin Department of Natural Resources. Its purpose is to provide: up-to-date information about natural resource topics, suggestions for incorporating environmental subjects into teaching, a forum for environmental education networking in the state, and information on environmental education resources and events.

One copy is sent free of charge to every school in Wisconsin. Individual subscription cost is \$5 per year in the United States. An additional postage fee is required for subscriptions sent to other countries. Please contact the editor for postage rates. Additional donations are welcome. Please make your check payable to *EE News* and send it to the address below. No purchase orders, please.

The editor invites articles, news items, resource suggestions, and letters to the editor for possible publication. Deadlines for submission are:

Spring issue - January 1
Summer issue - March 10
Autumn issue - June 10
Winter issue - September 10

Send to: Editor, *EE News*, DNR Bureau of Communication and Education, PO Box 7921, Madison, WI 53707, (608) 261-8453, e-mail: Janet.Hutchens@dnr.state.wi.us. For more information on Wisconsin's natural resources, visit the DNR Web site at: <http://www.dnr.state.wi.us>

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Viewpoints of authors do not necessarily represent the opinion or policies of the Department of Natural Resources. *EE News* guidelines recognize that diverse viewpoints can prompt constructive dialogue.

Janet Hutchens, managing editor

This newsletter is available in alternate format upon request. Please call Janet at (608) 261-8453.

Please Note: In the last issue of *EE News*, the link for the statewide beach health Web site was listed as <http://www.beachhealth.gov> which has changed to: <http://infotrek.er.usgs.gov/pls/beachhealth>

AIR DEFENDERS

THE QUEST FOR CLEAN AIR

A community educational resource on open burning, air quality, and respiratory health, for teachers, health officials, and other non-formal educators.

By Lindsay Haas, Air Educator, Wisconsin Department of Natural Resources

Air Defenders: The Quest for Clean Air is the *new* community educational resource on open burning, air quality and respiratory health. The Wisconsin Environmental Health Association in partnership with the Wisconsin Department of Natural Resources developed the program. It's designed to help health officials and other community educators, as well as teachers, create fun and valuable hands-on classroom lessons for students.

Air Defenders is an interdisciplinary, multi-media educational program for students 10 years of age and up. Students earn their Air Defender badge right alongside Seeker, Identifyre, and Recyclotron while pursuing their quest to clean the air and protect community health.

Students learn through activities in science, health education, and music lessons that meet U.S. and Wisconsin academic standards. These lessons develop critical thinking with a focus on finding solutions for home and farm waste disposal, exploring the physics and chemistry of waste incineration and open burning, and on the related issues of air quality and human respiratory health.

Rural county health officials in Wisconsin prompted the Air Defenders project. Asthma rates among children in rural Wisconsin have been on the rise and health officials have now attributed this rise, in part, to open burning. Open burning today is very different than in the past. In the past mostly paper, cotton clothing, untreated wood, and glass were burned. Today the composition of open burning fires is quite different and may include plastics, heavy metals, and other synthetic materials. The pollutants emitted from these synthetic materials contain particulate matter, dioxin and benzene. When breathed in, these pollutants can harm even healthy lungs.

Inside the Air Defenders briefcase you'll find the following materials:

- introduction and instruction sheet,
- teacher's activity guide,
- video, Give Burn Barrels the Boot
- music composition CD ROM (with PDF files),
- music teacher's activity guide (with sheet music),
- theme poster, an air chemistry poster, and a respiratory health poster,
- interactive educational game CD-ROM (with PDF files): Macintosh and PC compatible, and more.

Interactive learning component

Team up with the Air Defenders characters - Seeker, Identifyre and Recyclotron - to put waste in its place and give burn barrels the boot. Playing individually or as part of a class exercise, advance through levels of action adventure. In each level, help Seeker sniff out burning trash, scan the burning items with Identifyre, and help Recyclotron zap trash into its proper place before time runs out. Do you have what it takes to be an Air Defender?



© 2003, Wisconsin Environmental Health Association, Inc.

Web Watch

Watch for our new Web site this fall at: <http://www.airdefenders.org> that will have more information, games, and resources for students, teachers and health officials.

For more information, contact Lindsay Haas, Wisconsin Department of Natural Resources, Waukesha Service Center, 141 NW Barstow Street, Room 180, Waukesha, WI 53188, call (262) 574-2113, or e-mail: Lindsay.Haas@dnr.state.wi.us

Air Defenders to the Rescue! ♦

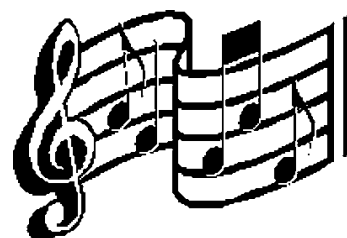
Move to the Music

The Wisconsin Project Learning Tree (PLT) Early Childhood Activity Guide with Music & Movement Compact Disc (CD) invites young children, ages three through six, to become nature detectives, dance with a tree, and take a simulated walk through a forest as they experience the simple joys of discovery. The activities address different learning styles while integrating nature exploration, literature, art, music/movement, assessment opportunities, and a themed snack into over 25 learning experiences.

The materials are available through educator workshops for \$10.00 per person. Join in the fun and experience hands-on interactive activities, network with other

educators, and receive the activity guide, posters, and music and movement CD.

For information on hosting or attending a workshop, contact Project Learning Tree at WDNR, CE/6, 101 S. Webster, Madison, WI 53707, call (608) 264-6282 or e-mail: allen.stenstrup@dnr.state.wi.us or send in the form on page 13. ♦



Put a Spark in Your Lessons



In the technology-driven 21st Century, energy will play an increasingly important role in our lives and the lives of our children. The United States makes up only 4 percent of the world's population, yet we consume 25 percent of the world's energy. Our elevated energy use results in the need to import over half of our oil from other countries, increasing our dependency on foreign nations.

Future generations will be faced with critical decisions concerning our country's energy use. Educating K-12 students about energy and the issues surrounding our nation's development and use of energy resources is critical to informing future decision-makers. Energy education can be associated with all disciplines whether discussing energy statistics in mathematics, domestic energy use in family and consumer education, environmental impacts in science, or globalization in social sciences. Energy can be used as a catalyst to spark interest in your students and engage them in applying their knowledge to real-world situations.

The Wisconsin K-12 Energy Education Program (KEEP), sponsored by Focus on Energy and the Wisconsin Center for Environmental Education, has been established for the purpose of educating students about energy and preparing them for the future. Below is a list of professional development opportunities, resources, and energy events KEEP offers to support Wisconsin educators.

- **KEEP Courses** - Graduate-level course in energy education; an online course is offered every semester. A new renewable energy course is available this fall.
- **Energy Trunk** - Teach about energy efficiency with interactive and hands-on videos, equipment, and tools enjoyable for students of all learning styles. Designed for middle school students with adaptations for other grades.
- **Bright Idea Fund-raiser** - Raise money for your school or student organization while promoting energy awareness and reducing family electric bills through the sale of ENERGY STAR(r) qualified compact fluorescent light bulbs (CFL). Focus on Energy will contribute \$2 for each bulb sold.

Coming Soon

- **High School Supplement** - Encompassing themes of transportation, renewable energy, current issues in energy, and lifestyle choices in a web-based, interactive format. Correlated to state academic standards, this tool helps introduce complex energy concepts to high school students.
- **Renewing choice** - A renewable energy supplement to the KEEP activity guide and graduate courses are currently under development.

To learn more about KEEP programs, call (715) 346-4770, e-mail: energy@uwsp.edu, or visit: <http://www.uwsp.edu/keep> ♦



WEEB Grants

Forestry, School Forest, Energy, and Environmental Education Grants

(Simplified Application Process!)

The Wisconsin Environmental Education Board (WEEB) is charged with awarding grants for the development, dissemination, and implementation of environmental education programs. For the 2004-2005 grant cycle, the board anticipates awarding \$190,000 for forestry education projects, \$190,000 for school forest projects, \$180,000 for energy education projects and \$50,000 for general environmental education projects.

Grants are reviewed and awarded at three levels: mini (\$1,000 maximum award), small (\$5,000 maximum award) and large (\$20,000 maximum award and only for forestry, school forest, and energy categories). A 25 percent match is required.

The WEEB has attempted to simplify the application process. For all categories, the format of the narrative is now at the project director's discretion, rather than the goal, objective, activity format previously required.

To apply for a WEEB mini-grant submit an official cover page (detailing project director's name and contact information), a one page description of intended project and a budget. To apply for a WEEB small grant submit an official cover page, a two page description of intended project and a budget. To apply for a WEEB large grant (forestry, school forest, and energy categories only) submit an official cover page, project description (up to six pages), and a budget. Deadline is January 17, 2004.

Additional information about the WEEB grant program can be found on their Web site at: <http://www.uwsp.edu/cnr/weeb/>, contact their office at (715) 346-3805 or e-mail: weeb@uwsp.edu ♦

Target All-Around Scholarship Program

Each year, Target awards more than 2,100 All-Around Scholarships, including four \$10,000 national scholarships and two smaller scholarships for each Target store, to high school seniors and college students age 24 and younger. Scholarships recognize volunteer work as well as academic achievement, encouraging students to demonstrate that true enlightenment goes beyond what can be learned from textbooks. The program is not offered in Alaska, Hawaii, Puerto Rico, or outside the U.S. Deadline: November 1. Visit them online at: <http://target.com/> ♦

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“Jobs in the Forest” Career Day

By Barb Henderson, Executive Director, FISTA

Each year around the country, high school students are given opportunities to attend career day workshops organized by various groups. Some workshops target a wide variety of careers whereas others will target a certain profession. While these workshops are wonderful opportunities, many times they fail to reach a certain group of students - those that do not plan on attending college.

During 2002, the Forest Industry Safety & Training Alliance (FISTA), with a grant funded by the Wisconsin Environmental Education Board (WEEB), held four “Jobs in the Forest” Career Day Workshops. These workshops provided information on the forest products industry. Nationwide, this is a multi-billion dollar industry. In Wisconsin it is the state’s second largest industry, directly employing over 60,000 people and creating a \$3.5 billion dollar economy.

At each workshop, students had the opportunity to meet and hear from a wide variety of presenters in a round-robin “hands-on” approach. There were self-employed logging contractors, truck drivers, heavy equipment operators, diesel mechanics, and high-tech heavy equipment troubleshooters. Many of these work-



ers had specific skills learned either through their employers or through certificate programs. Some were entrepreneurs who had chosen to start their own businesses. There were also presenters who had anywhere from a two-year associate degree to a PhD. Students visited logging sites, met with certified arborists, entomologists, foresters, equipment technicians, diesel mechanics, teachers, wildlife biologists, equipment simulators, safety trainers and more. Universities and technical colleges also gave presentations and exhibited so that students could ask questions.

Students came away from the experience with information about job-specific training, pay, hours, and the skills needed to perform the different jobs.

If you are interested in hosting this type of career day, contact FISTA at (800) 551-2656. ❖

Become a Green School

Attention all Wisconsin K-12 public and private schools, the Wisconsin Green Schools Program is up and running! The Wisconsin Green Schools program guides schools in their journey to become environmentally sustainable models in their community. Using the Wisconsin Green Schools Audit, schools are able to identify their current environmental practices and come up with ideas on how they can improve upon them. The primary focus of the program is to recognize schools environmental efforts and encourage them to improve upon their existing environmental practices.

Use the Green Schools poster (see centerfold insert) and the corresponding classroom activity found in this issue on page six to help students identify environmentally sound school features and student/staff behaviors. Then complete the Green Schools audit found on our web site to find out how “green” your school is. You may find that you’re well on your way to becoming an official Green School!

For further information on the Wisconsin Green Schools Program visit: <http://www.dnr.state.wi.us/org/caer/ce/greenschools/>



Advancing Education Through Environmental Literacy

This new publication and CD-ROM on environmental education is now available at no cost from the Environmental Education & Training Partnership (EETAP).

EETAP collaborated with the Association for Supervision and Curriculum Development to produce the materials. The booklet and accompanying CD-ROM are being distributed this month to 15,000 school superintendents and curriculum directors throughout the country.

The new publication focuses on how education and the environment can be linked to advance student learning. In-

cluded are descriptions of schools successfully implementing environmental education programs and summaries of research documenting how schools have raised test scores of their students by using the environment to help teach content in subject areas such as social studies, science, reading, and mathematics.

The CD-ROM provides a sampler of 43 free EE activities. The activities are linked to different grade levels and subject areas, making it easy for teachers to choose the ones that are right for their situation. The activities provide an introduction to envi-

ronmental education. By using them, teachers can explore how environmental education can help meet academic standards, boost student learning, and promote environmental literacy.

Assistant Professor Dr. Robert Holsman at the UW Stevens Point College of Natural Resources developed the CD-ROM with assistance from former graduate students Rachel Golden and Rebecca Weber. To obtain your copy, send your name and mailing address by e-mail to: EnviroEdTrainingPartnership@uwsp.edu ❖

Activity: Green School - The School of the Future



Objectives

Students will:

- 1) identify environmental features and behaviors in a Green School;
- 2) compare their school to the Green School;
- 3) use the Green Schools audit to determine their school's performance.

Wisconsin Model Academic Standards

Science Content Standards:

- G) Science Applications
- H) Science in Social and Personal Perspectives

Social Studies Content Standards:

- A) Geography: People, Places, and Environments
- D) Economics: Production, Distribution, Exchange, and Consumption

Environmental Education Content Standards:

- A) Questioning and Analysis
- B) Knowledge of Environmental Processes and Systems
- C) Environmental Issue Investigation Skills
- D) Decisions and Action Skills
- E) Personal and Civic Responsibility

Part A

Method

Students will use the "Green School" poster to identify environmentally appropriate school features and student/staff behaviors. They will then conduct the "Green School" audits to compare their school to the Green School.

Background

Wisconsin is home to over 3100 private and public schools. The fictional school in the poster is a model school that displays both environmental features and environmental behaviors that will make the school more sustainable. The features, behaviors, curriculum, and the connections between the school and the community are an excellent model for other communities. How is your school?

Below are some examples of schools that feature Green School characteristics. These schools have designed and implemented various programs that make them sustainable over the long term. ❖

Examples:

Green Schools Program - School Grounds

Jackson Environmental Discovery Center, Stevens Point WI

Imagine a prairie teeming with insects and birds, a squishy wetland providing homes for mallards and other waterfowl, and a garden fluttering with butterflies. This may sound like a description of a state park or scenic area, unless of course you're a teacher at the Jackson Environmental Discovery Center (JEDC) in Stevens Point, Wisconsin. If so, then the above describes the twenty-one acre school site available for investigation by you and your students.

Since January of 2003, when the JEDC officially became an environmentally based charter school, the students, faculty and community partners at this elementary school have been creating and developing the JEDC school site. Originally intended to provide examples of the major biomes of Wisconsin, today the grounds include a one-acre prairie, deciduous forest, wetland and butterfly garden. Each grade level at the JEDC has been involved in the creation and development of the site.

For the kindergarten through second graders, planting the butterfly garden has been their major focus. Having already covered insects in science, putting in a garden seemed like a natural connection to existing curricula. In late May, the students were involved in a morning of planting as well as the creation of cement garden stones, which will border the plot and serve as a walking path for exploration. Other grade levels are studying birds and prairies.

The students and staff at the JEDC plan on continuing to develop and enhance their site in the coming months, providing strong curricular ties and bringing the outdoors "in" to their environmental charter school.

Green Schools Program - Mercury

Waukesha South High School, Waukesha WI

Mercury is a hazardous material that causes serious environmental and human health problems related to the brain, spinal cord, kidneys and the liver. Children are more sensitive to mercury poisoning than adults.

How did the oldest high school in Waukesha County become mercury free? After discovering some surprises, coordinating services, and finding some resources the adventure was started.

Over the many years, the science lab and storage room of Waukesha South High school had collected a stockpile of mercury products. Sound familiar? Science teacher Jane Schneider and Waukesha County Recycling and Solid Waste Intern Dan Lezama started the adventure by conducting an inventory of the school and discovered some interesting mercury stockpiles. In some old PVC pipes used for storage more than 100 broken mercury lab thermometers were found. Covered in dust on a top shelf, a clay jug with a cork stopper was found to be storing about 15 pounds of elemental mercury.

Materials:

- laminated Green School posters - to order 10 additional posters contact Joel Stone at: joel.stone@dnr.state.wi.us
- washable markers
- Green Schools Audit

Levels:

Grades 4-10

Subjects:

Science, Social Studies

Skills:

Analyzing, comparing similarities and differences, describing, discussing, reporting, and observing

Other findings included 40 unbroken mercury thermometers, two open ended 3-foot barometers, and several more vials of mercury. The mercury posed a definite liability and risk to the school.

School District Science Coordinator, Tom Katte, provided replacement alcohol thermometers and Waukesha County provided pick-up and recycling of the mercury and equipment at no charge to the school. Through the efforts of these people, Waukesha South is now virtually mercury free.

Green Schools Program - Energy**School District of Janesville, Janesville WI**

The School District of Janesville took an aggressive path to energy reduction. In 2000, the District hired an energy specialist, Jerry Tinberg. They implemented an energy-tracking program and then developed a three-pronged approach to energy reduction and savings.

- Staff and Student Behavioral Improvements. All staff and students received energy conservation training. The program focused on lights and computers. Monthly energy reports are generated for each school.
- Electrical/Mechanical Improvements. This involved changing lighting, HVAC and energy controls. The goals included payback for the changes and improving the classroom learning environment. One project involved the replacement of approximately 500 incandescent exit light fixtures.
- Transportation Natural Gas Purchases. The District carefully monitored natural gas markets and locked in pricing that would save the district natural gas costs.

Results: During the first year they saved one million kilowatt-hours or about 7 percent. The actual dollar savings were approximately \$65,000. The second year they added another savings of 3 percent. The goal of the District is to save 15-20 percent from the 2000-2001 school year figures.

These are just three examples of how schools in Wisconsin are saving resources and dollars, and improving education of our students. Disclaimer: All schools are in unique situations and therefore benefits will be different for each school. Possible side effects will also vary. They may include the following: greater student involvement and leadership, saving resources and dollars, higher test scores, greater community involvement, a fun learning environment, greater school spirit and morale, less liability and dangers to students and staff, and others.

Visit the Green School Web site for further information on the Green Schools program at <http://www.dnr.state.wi.us/org/caer/ce/greenschools/>. ♦

Duration:

Part A - 60 minutes

Procedure:

1. Ask the students the series of questions below:

Do they recycle at home? If yes, what?

Does the school recycle? If yes, what?

Where does the water come from that they use in the school?

Is the water tested for contaminants? Where does the water that they use at home come from? Where does it go?

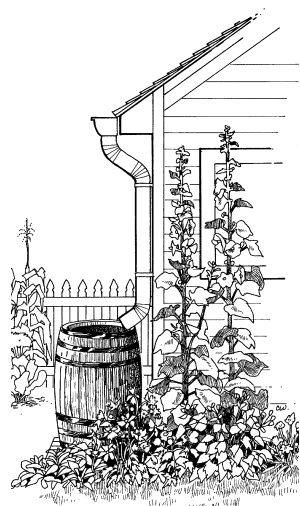
Does the school have any energy saving devices that are used?

How did the students get to school today?

Should the school try to save resources by reducing waste or changing behaviors?

2. Divide the class into teams of 3 students. Hand out the laminated copies of the Green School poster and have the students find the physical features of the school and the school grounds that display good environmental characteristics. Use the following as an example:

Physical Feature	Purpose or Function	Type of Savings
School Grounds - Rain Garden	Collects runoff from the roof to provide water for plants and reduces runoff	Reduces runoff from site, provides pleasant environment and study area, saves watering



continued on page 7

Activity: Green School - The School of the Future



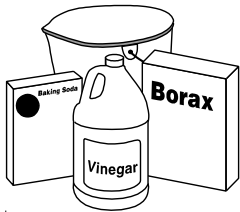
3. Teams should now look for student/staff behaviors that display good environmental stewardship. Use the following as an example:

Behavior	Purpose or Goal	Type of Savings
Book, DVD, CD Loan Area	Reduce the amount of materials purchased	Saves materials and costs

4. There are several doors that are just labeled with a name. Have the teams list the products they might find in those rooms. Remember that this is a Green School. Use the following as an example:

Room	Material	Purpose	Benefit
Janitorial Supplies	Floor Cleaner	Clean Floor	Non - Chlorine cleaner
Nurses Office			
Restroom			

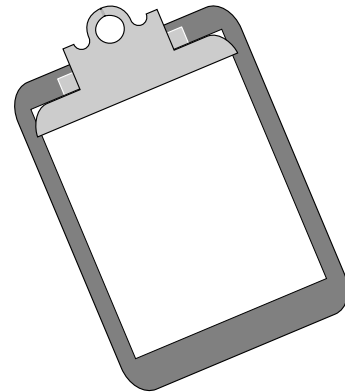
5. The back of the poster lists a variety of features and behaviors. Some of these could not be shown visually in the poster. Have the students discuss the features and behaviors and add them to their charts above.
6. The students should discuss which of the physical features they have at their school. Which features could they add? How would they go about making the changes?
7. Then discuss the behaviors shown in the poster. Which could they implement in their school? How would they go about making the changes?



Part B

1. Conduct Green Schools audit for the following;

- ✓ Water
- ✓ Solid Waste
- ✓ Energy
- ✓ Mercury
- ✓ Chemicals
- ✓ Community Transportation
- ✓ School Grounds
- ✓ Integrated Pest Management
- ✓ Indoor Air Quality



The audit can be found at: <http://www.dnr.state.wi.us/org/caer/ce/greenschools/>

2. Compare your school to the Green School in the poster. In what ways are you similar? In what ways might you be able to improve?



Enrichment:

- Have students select one room and have them do a detailed drawing showing the features they discovered and have them add additional Green School features to the room.
- Submit a description to the Green School Web site of an environmental project your students have completed at the school or in the community. The site is available for other schools to visit.





EEK! For Teachers

EEK!—Environmental Education for Kids

<http://www.dnr.state.wi.us/ee/>

This fall on EEK!, you and your students will find the following...



Our Earth

Chronic Wasting Disease in Deer

It's almost that time of year again—deer hunting season. You and your students are sure to hear a lot about chronic wasting disease in deer. EEK! will keep you informed.

Leaves, Leaves Everywhere

Mulch them, jump in them, but don't burn them. What should you do with your fall leaves? EEK! will give you a few ideas and some recipes for composting.

Nature Notes

More About Wetlands

Wetlands, those places where water stands for at least part of the year, are important places for many species of wildlife. They also absorb floodwaters; filter chemicals, sediments, and other impurities out of drinking water; and recharge groundwater. Not all wetlands are the same. Learn about the different types of wetlands in Wisconsin.



Monarch Butterfly

What's small, has orange wings with black veins, summers in Wisconsin and flies to Mexico for the winter? It's the monarch butterfly. Read all about the long journey of this beautiful butterfly. You will also find tips for butterfly watching and other butterfly information in the insect section of Critter Corner

Lizards of Wisconsin

First it was snakes, then turtles, and now the lizards of Wisconsin make their way to the pages of EEK! You've probably never seen one of Wisconsin's native lizards. Come to the reptile section of Critter Corner for photos of, and facts about, these uncommon Wisconsin inhabitants.

And don't forget to look for the fall favorites, "Why do Leaves Change Color," the "Creepy Creature Feature," and "Gobble, Gobble, Gobble—All About Wild Turkeys."

Cool Stuff

Snake-Opoly

Do all snakes hatch from eggs? How many poisonous snakes are there in Wisconsin? Can snakes smell things? Test your "snake IQ" as you slither your way through this snake quiz.

Fall Scavenger Hunt

It's that time again. Time to head outside and look at all the changes that fall brings. How many items on EEK's Fall Scavenger Hunt can you find?



Teacher Pages

EEK! Activities Correlated to State Standards

We've correlated all the teaching activities on EEK! to the Wisconsin Model Academic Standards to make it easier for you to integrate them into your classroom. We've also separated the activities by subject. Check out the Teaching Activities section and see what you think.

Fall Calendar

As always, EEK! will keep you informed about upcoming teacher education workshops. If you've never been to a Project WILD, Project WET, or Project Learning Tree workshop, give one a try. You'll be glad you did. ♦





News From the Wisconsin Association for Environmental Education

233 Nelson Hall
University of Wisconsin-Stevens Point
Stevens Point, WI 54481
(715) 346-2796
e-mail: waaee@uwsp.edu
<http://www.uwsp.edu/waaee/>

Meet Chair Elect Mary Vymetal- Taylor

Mary Vymetal-Taylor has a career in environmental education that is rooted in the Midwest but is national in scope. She obtained a BS in Elementary Education from the University of Iowa and earned a MSed in Outdoor Teacher Education from Northern Illinois University. A trained classroom teacher, she has taught in rural, urban and suburban schools, but has also taught in non-formal settings such as Trees for Tomorrow in Eagle River, Wisconsin and Willowbrook Wildlife Sanctuary in Glen Ellyn, Illinois.

While still a graduate student, she became involved with a grassroots group of educators who would eventually become the Illinois Environmental Education Advancement Consortium (IEEAC), of which she is a founding member. She spent five years familiarizing herself with national EE issues and standards as program assistant for the National Project for Excellence in Environmental Education. Over the next few years she attended the 1997 National EE Leadership Clinic in Albuquerque, New Mexico, chaired the logistics committee for the 1999 Illinois State Leadership Clinic, and continues to build leadership capacity in Wisconsin. She worked on the 2000 WAAEE Fall Conference, and co-chaired the 2001 Midwest EE Conference.

Mary has her own consulting business where she has developed curricula and marketing materials for a diverse clientele (including the Illinois EPA, her local school district and a major sportswear company). She has also been involved in EE efforts in her local school district and community, including supporting the development of a local EE curriculum. When not working, Mary can be found playing with her dogs, freeing her small oak-hickory forest of garlic mustard and buckthorn, or traveling with her husband.

Take time to meet Mary at the 2003 Fall Conference, or better yet, contact her to volunteer for the WAAEE membership committee. You can contact her at maryvt@earthlink.net. ♦

WAAEE Committee Update

As stated in Article IX of the Bylaws of WAAEE, there shall be the following Association committees: Conferences, Finance, Management, Membership, and Networking. The objectives of the committees are to assist and plan for the development of the event and/or project indicated in the committee's title, and to share progress reports.

Management Committee:

Jim McGinity jimmcginity@earthlink.com
Nancy Saulsbury
Mary Vymetal-Taylor

Conference Committee:

Mary Pardee mpardee@uwsp.edu
David Swanson
Gail Epping

Finance Committee:

Gail Epping gepping@naturenet.com
Nancy Saulsbury
Jim McGinity
Mary Vymetal-Taylor

Membership Committee:

Mary Vymetal-Taylor maryvt@earthlink.net
Emily Jacobs
Rebecca Clarke

Networking Committee:

Michael Anderson
manderson@bayfield.k12.wi.us
Carrie Hembree
Mary Holleback
Angela Vlies

What is missing from this list? Your Name! The committees need the support and participation of the members of WAAEE to accomplish their goals of a stronger organization for all. Volunteering on a committee is a good way to help WAAEE better serve the environmental education audience in Wisconsin. Make your voice heard! Check out the contact information above to learn more about what these committees do and to join in the fun of hands-on WAAEE. ♦

WAEF loses a good friend

Michael John Flitter, 1949-2003

Michael John Flitter, 54, of West Bend, passed on at his residence on Sunday, May 18, 2003, following a long and valiant battle with leukemia. He graduated from West Bend High School in 1967, received a bachelor's of science degree from the University of Wisconsin-Stevens Point in 1971, a master's of science degree from UW-Madison in 1975 and his Ph.D. from Columbia Pacific University in 1986.

Throughout his life, Michael Flitter inspired many about the wonders of the natural world. He was a long-time member of WAEF and one of the organizers and first lifetime members of the North American Association for Environmental Education (NAAEE). Professionally, Mike was employed as a natural resources specialist in Minnesota, Nevada, and Wisconsin, and co-founded Peaceable Kingdom, Inc. with fellow environmentalist Bob McAfee. He complimented his vocation with a strong sense of volunteerism, serving on the boards of many organizations including WAEF. He was a practical environmental educator with an insatiable curiosity about the world around him; a "gardener" planting the seeds of environmental awareness in those who had the privilege of knowing him. He will be greatly missed.

Information for this article provided by the Ozaukee-Washington Daily News. ♦



WAEF 2003 Fall Conference

Check out the WAEF Web site for updated information about this year's fall conference, "A River Runs Through the Field of EE: Teaching in the Year of Water." Join us October 30 through November 1 at the Spencer Lake Christian Center near Waupaca! Check out the WAEF Web site for the latest news. ♦



Focus on a WAEF Member Organization:

Welcome to the Madison Metropolitan Sewerage District

This is the year of water in the state of Wisconsin, a year to celebrate our waters, and to focus on the importance of clean and plentiful water to Wisconsin's aquatic ecosystems, economy, culture, and quality of life. The mission of the Madison Metropolitan Sewerage District (MMSD) is to protect the public health and the environment via exceptional wastewater collection, treatment, and related services to the metropolitan Madison and surrounding areas in a wise and cost-effective manner. MMSD was created in 1930 by state statute to protect the environment in the region of lakes and streams that comprise the upper Yahara River watershed. It now serves over 300,000 people in cities, towns, and villages in the Madison area. Wastewater treatment for the entire District is performed at the Nine Springs Wastewater Treatment Plant. The district handles about 40 million gallons of wastewater per day from toilets, household cleaning, bathing and cooking, as well as industrial cleaning and manufacturing and other sources. On June 17th, 1996, a record 98 million

gallons went through the Nine Springs Plant due to heavy local rainfall!

Why is the Madison Metropolitan Sewerage District a dedicated organizational member of WAEF? According to staff biologist and public education specialist Jeff Stevens, it is because MMSD has a strong interest in protecting the environment and promotes an awareness of the process of water treatment through public education. Over 2000 people tour the Nine Springs Plant per year, many of them K-12 and college students. These tours are customized for the needs of the visiting group. The MMSD also partners with the Dane County Parks Department in support of the 140-acre MMSD Wildlife Observation Area contained within a 600-acre wetland at the mouth of Nine Springs Creek. In this year of water, organizations such as MMSD are vital to the quality of water in Wisconsin.

For more information about MMSD or to schedule a tour of the Nine Springs Plant, contact Glenn Smeaton at (608) 222-1201, ext. 289.



Project WILD/ Project Learning Tree



Bev Bryant Selected as Facilitator of the Year

The 2003 Facilitator of the Year Award was presented to Bev Bryant at the Facilitator Conference in June. The award is presented to the Project WILD & Project Learning Tree facilitator that has made outstanding contributions to promote and disseminate the materials in Wisconsin.

Bev is a naturalist with Milwaukee County Parks and Wehr Nature Center. She coordinates special events at the center like the Halloween Haunt and Prairie Days. Bev has a special passion for the early childhood learner. She works with the Little Wonders program at Wehr and has created special early childhood activities at many of the center's events.

She was trained as a facilitator in 1992 for Project WILD and Project Learning Tree in Milwaukee. Since that beginning, she has become more active each year with both programs. She has co-facilitated many workshops and has worked with preservice classes from at least four universities. In 2002, she conducted four workshops with close to 100 participants.

Bev took a big interest in the Wisconsin PLT Early Childhood Activity Guide. She reviewed the materials, made suggestions for resources and has provided leadership in the implementation of the materials in the greater Milwaukee area.

It is a pleasure to present Bev Bryant the Project WILD and Project Learning Tree 2003 Facilitator Award. ♦

PO Box 7921

Madison, WI 53707

<http://www.dnr.state.wi.us/org/caer/ce/pltwild/wild.htm>

<http://www.dnr.state.wi.us/org/caer/ce/pltwild/plt.htm>

Al Stenstrup

State Coordinator

(608) 264-6282

allen.stenstrup@dnr.state.wi.us

Betty Prescott

Program Assistant

(608) 264-6280

betty.prescott@dnr.state.wi.us

Seeking Teachers to Pilot-Test Secondary Module for PLT

Educators that work with high school students are being sought to pilot-test 1-3 activities from the new PLT Module called Exploring Environmental Issues in the Places We Live. Participants will receive a \$100 stipend for each activity tested. Past PLT participants are preferred but not required. Activities will be distributed to educators across the country in the fall with review materials due by December 2003. If you are interested, contact Adena Messinger by July 31, at: amessinger@plt.org. ♦

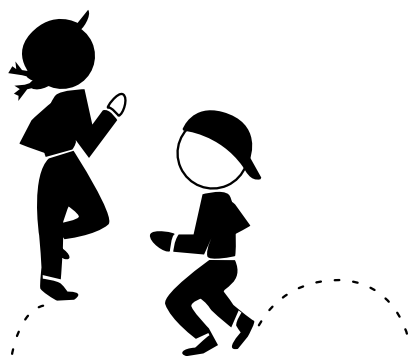
2003 Educator of the Year Award to Jan Vidruk

An educator for 40 plus years, Jan Vidruk is known internationally for her work in music and movement and the young child. Jan currently teaches early childhood music and movement classes in Madison area preschools, day care centers, and in her home studio, as well as teaching piano.

Jan has had an interest in music and movement throughout her professional career. She has taught in a Cerebral Palsy Preschool in Canada, taught Perceptual-Motor programs in San Francisco, is a certified Musikgarten teacher, and is a regional representative of the International Early Childhood Music & Movement Association.

Over the last two years, Jan has served on the PLT Early Childhood Advisory Committee. Her expertise and creativity brought an important perspective to the committee. In summer of 2002, Jan presented a session at the Facilitators Conferences and introduced the participants to the use and purpose of using music and movement with the young child.

Jan continued to work with the development of the compact disc and added several unique pieces. Jan is leader in the music and movement education field and her contributions to the CD make it a very special early childhood resource for Wisconsin educators. We would like to thank Jan for those efforts. ♦



Cindy Jelenchick Honored for Work on Early Childhood Activity Guide

Special recognition was presented to Cindy Jelenchick for her leadership of the PLT Early Childhood project. The Early Childhood concept started with the preparation of a WEEB grant in 2001. The proposal was funded and the task of forming the Early Childhood Advisory Committee was started.

Working with the Early Childhood Advisory Committee, Minnesota PLT staff, writers, reviewers, graphic designers, and production staff the project evolved tremendously over the two-year period. It was a complicated project. The concept of adding a CD was added during the process. Scripting, music selection, narration were some of the additional tasks. During this time, presentations were made at Early Childhood Conferences around the state to see how the targeted audience would respond. The response was great and the project continued to grow.

Early in 2003, the Early Childhood Activity Guide was printed and the CD followed shortly. To date, more than 500 Wisconsin Early Childhood educators have been trained in the use of the materials and interest is growing.

The day-to-day leadership and creativity that Cindy exhibited was great. The educators of Wisconsin and more importantly, the little one's in Wisconsin will reap the benefits of Cindy's efforts. ♦

Great Outdoors Multimedia Productions Recognized as Support Organization of the Year in 2003

Dan Bertalan, President of Great Outdoors Multimedia Productions, received the Support Organization of the Year Award in 2003. Dan contributed countless hours to the production of the Music & Movement CD for the Wisconsin PLT Early Childhood Activity Guide. The 33 Track CD is a critical part of the early childhood materials and without Dan's expertise, creativity and time, the CD would not have been created.

Cindy Jelenchick, Jan Vidruk and Dan worked for many hours gathering the music and sounds for the CD. The CD contains tracks of a variety of music and movement segments, narrated scripts, animal sounds and special seasonal se-

lections. A special track at the end of the CD introduces many different types of music sounds that encourages children to express themselves in different movements. It will be a great resource to the Early Childhood professional.

Dan has earned multiple awards as a book author, outdoor writer, documentary scriptwriter, video producer, and syndicated radio host. He has also scripted, edited and produced over 45 feature-length videos on outdoor adventure and education, earning a host of top national and international awards.

We would like to thank Dan for his contributions to the Early Childhood project. ♦



Invite PLT Early Childhood to your neighborhood. If you are interested in becoming part of the PLT Early Childhood Team or are interested in hosting a workshop, please complete this form.

Yes! I'm interested in (please check all that apply):

☐ Becoming a PLT Early Childhood workshop facilitator. Please check one:

____ I would like facilitator training for this program

____ I do not need facilitator training for this program.

☐ Hosting a PLT Early Childhood workshop

Name: _____

Organization: _____

Address: _____

City: _____ Zip code: _____

County: _____

Daytime phone: _____

e-mail: _____



Return to: Al Stenstrup
DNR, CE/6
101 S. Webster
Madison, WI 53707



The Wisconsin K-12
Forestry Education
Program

WCEE/CNR, UW-Stevens Point
(715) 346-4956
leaf@uwsp.edu
<http://www.uwsp.edu/cnr/leaf/>

Learning, Experiences & Activities in Forestry

About LEAF

LEAF is a Wisconsin K-12 forestry education program, created to help promote forestry education in Wisconsin. The LEAF program is a partnership between the Wisconsin Department of Natural Resources-Division of Forestry and the Wisconsin Center for Environmental Education at UW-Stevens Point. ♦

LEAF Activity Guide and Educator's Course Development

LEAF is developing a K-12 Forestry Education Activity Guide to be used in schools throughout the state. The guide is divided into six units based on grade level. Each unit contains five to eight classroom lessons, a careers lesson, and three field lessons. The K-8 units are projected to go to print this fall. Development of the nine to twelfth grade portion of the guide will begin in the fall, with pilots in the spring of 2004.

The educators' course, Forestry Education for the Wisconsin K-12 Classroom, is the main way the LEAF Activity Guide will be distributed around the state. This course will provide educators one graduate level credit from the University of Wisconsin-Stevens Point and will feature principles, activities, and techniques for teaching K-12 students about the ecological, economic, and social importance of Wisconsin forests. The course will be taught by adjunct faculty at locations throughout the state and is projected to begin in early 2004 - watch the LEAF Web site for the schedule. The LEAF Program will cover tuition for teachers taking this course. ♦

LEAF Online Course

Soon you can learn about Wisconsin forestry topics from the convenience of your computer. Human Influence on Wisconsin's Forests will provide necessary background information to teach about Wisconsin's forests and, in turn, increase usability of the LEAF Activity Guide. The course will examine Wisconsin's forest resources and the role forests play in our past, current, and future ecological, economic, and social well-being. Four main topic areas covered in the course are: What is a forest? Why are they important? How do we sustain them? What is the future?

The course will provide one graduate level credit from the University of Wisconsin-Stevens Point. Watch the LEAF Web site for course dates beginning in 2004. ♦

"Updating School Forest Plans" Project

Over the next year-and-a-half, LEAF is partnering with the Wisconsin Forest Resources Education Alliance (WFREA) to examine ways to enhance incentives for districts to develop and maintain their school forest education and forest management plans. The project will include:

- Gathering input from foresters and school forest stakeholders on current challenges
- Recommending changes in school forest policy
- Providing training for foresters and school forest staff for the development of education and forest management plans (currently planned for fall of 2004)

This project is being funded through a grant from the Wisconsin Environmental Education Board. ♦

School Forest Program

The statewide School Forest Program is designed to assist schools in effectively managing and utilizing their school forests. The program's primary components include:

- School forest public relations campaign to demonstrate the value of school forests to school administrators, teachers, natural resource professionals, and community members
- Communication networks including a Web site and newsletter for school forest coordinators, teachers, administrators, and resource professionals
- In-service/training programs for teachers, school forest coordinators, and natural resource professionals
- How to Grow a School Forest handbook
- School forest database
- Forest management and education plan development consulting and resources ♦

School Forest Web Site

The site provides resources, model plans and approaches, and information from school forests statewide.

Does your school have a school forest? Check the official school forest list on the LEAF Web site to make sure your school forest information is accurate. Visit: <http://www.uwsp.edu/cnr/leaf/schforest.htm> ♦

LEAF...Providing an educational foundation for the future of Wisconsin's forests.

Leaf is a partnership between the Wisconsin Department of Natural Resources Division of Forestry and the Wisconsin Center for Environmental Education.

Calendar

To view the most up-to-date statewide teacher workshop calendar, visit the EEK! Teacher Workshop Calendar at: <http://www.dnr.state.wi.us/eeek/> and click on Teacher Pages. ♦

September-December 18. Bugs! IMAX(r) movie. Milwaukee Public Museum, Milwaukee. Enter the hidden world of insects where the littlest of creatures are magnified up to 250,000 times their normal size. Group rates and a free teacher's resource guide are available. Call (414) 319-4629. Also visit the bug exhibit called "Bugs Alive! Insects and Their Relatives," featuring 13 species of live arthropods. Call (414) 278-2728, or visit: <http://www.mpm.edu>

September 13. Taking the Pulse of Your Woods - Session II. (Note: attendance of session I from June, 2003 is encouraged but not mandatory). Develop a sustainable forestry stewardship plan for a forest parcel, using background information from Session one. Learn how to use forestry tools and do activities from PLT, WILD and LEAF to collect data and assess the forest and develop a plan that contains the elements of balanced stewardship. Cost: \$25 (Major funding provided by DNR Division of Forestry). Contact: Kendra Johncock at (262) 743-1694, or e-mail: kendra@elknet.com

September 15-November 23. The "Fundamentals of Environmental Education." Online course, UW Stevens Point. Provides educators with the knowledge and skills to incorporate quality environmental education into their instruction. Includes the history, definition, and goals of environmental education, instructional methods and opportunities to interact with other educators. Credit: two or three undergraduate or graduate level credits. Reduced cost for non-credit enrollment. Contact Sarah Wilcox, Environmental Education and Training Partnership, College of Natural Resources, University of Wisconsin-Stevens Point, Stevens Point, WI 54481, (715) 346-4957, e-mail: swilc700@uwsp.edu, or visit: <http://www.eetap.org/eecourse>

September 27. Project Learning Tree-Early Childhood. Navarino Nature Center, Shawano. (See program description on page 5.) Cost: \$5, enrollment limited to 26. Contact Tim Ewing, Lindsten Rd., PO Box 606, Shawano, WI 54166, or call (715) 758-6999.

September 24-27. Natural Areas Conference. Monona Terrace Convention Center, Madison. "Defining a Natural Areas Land Ethic" is the theme for presentations

on natural area identification, protection and management, restoring natural communities, rare species, developing a land ethic and sense of place, landscape ecology, large river systems, fire ecology, invasive plants, and private lands. Contact Thomas Meyer, DNR, Box 7921, Madison, WI 53707, (608) 266-0394, e-mail: thomas.meyer@dnr.state.wi.us, or visit: <http://www.naturalarea.org>

September 30 & October 2. Project Learning Tree. Havenwoods, Milwaukee. (4-7 P.M.) The Project Learning Tree education program helps students gain awareness and knowledge of the natural and built environment, their place within it, and their responsibility for it. Learn about the program, participate in activities, and receive an activity guide. Appropriate for grades K-8. Credit: 6 DPI clock hours. Cost: \$25/person. Note: Participants must attend both sessions. Register through Havenwoods, 6141 N Hopkins, Milwaukee WI 53209-3565, call (414) 527-0232 by September 17.

October 7-11. NAAEE Annual Conference. Captain Cook Hotel, Anchorage, Alaska. The theme is Thinking Globally While Acting Culturally. Cost: approximately \$250 for members; scholarships available. Contact Conference Program Chair, Eric N. Wade, ANROE, P.O. Box 871528, Wasilla, AK 99687, call (907) 376-0970, e-mail: admin@anroe.org, or visit: <http://www.naaee.org>

Year of Water events & workshops



(See page 15 in the insert.)

October 24-26. Introductory Geographic Information Systems (GIS). Treehaven, Tomahawk. A computer based technology with hands-on experience taught in our computer lab. Applications for those interested in natural resources. Cost: \$150, includes meals and lodging. Credit available. Contact John Heusinkveld, W2540 Pickerel Creek Avenue, Tomahawk, WI 54487, call (715) 453-4106, e-mail: treehaven@uwsp.edu, visit: <http://www.uwsp.edu/cnr/treehaven>

October 24-26. Introduction to Ecological Living. Treehaven, Tomahawk. How big is your ecological footprint? Learn the rational, principals, and techniques for living an ecologically sustainable lifestyle. Credit: One undergraduate. Contact John Heusinkveld, W2540 Pickerel Creek Ave., Tomahawk, WI 54487, call (715) 453-4106, e-mail: treehaven@uwsp.edu, or visit: <http://www.uwsp.edu/cnr/treehaven>

October 25. Expanding Your Horizons: Middle school-aged female career day. University of Wisconsin, Madison. Girls in grades 6-8 from south central Wisconsin are invited to this annual career day in science, engineering, and math for young women. Girls can participate in sessions, hands-on workshops, visits to work places, and interact with professional women. Contact Carol Enseki, Expanding Your Horizons, Gaylord Nelson Institute for Environmental Studies, 80 Science Hall, 550 N. Park St., Madison, WI 53706-1491, call (608) 263-3185, e-mail: csenseki@facstaff.wisc.edu, or visit: <http://www.ies.wisc.edu/eyh/>

October 25. Project WILD. Havenwoods, Milwaukee. (9 A.M.-3:30 P.M.) This education program focuses on wildlife and environmental education for elementary and secondary educators. Learn about the program, participate in activities, and receive two activity guides. The Project WILD books were revised in 2000, and contain 25 new activities. Credit: 6 DPI clock hours. Fee: \$35/person. Register through Havenwoods, 6141 N Hopkins, Milwaukee WI 53209-3565, call (414) 527-0232, by October 15.

October 30-31. Wisconsin Education Association Council (WEAC). Midwest Airlines Center, Milwaukee. Visit: <http://www.weac.org>

October 30-November 1. Wisconsin Association for Environmental Education Annual Conference. Spencer Lake Christian Center, Waupaca. Contact Mary Pardee at (715) 346-4978, or e-mail: mpardee@uwsp.edu, or visit: <http://www.uwsp.edu/waee/>

October 30-November 1. National Science Teachers Association Regional Convention. Minneapolis Convention Center, St. Paul, Minnesota. Contact Jo Neville, NSTA Conventions, 1840 Wilson Blvd., Arlington, VA 22201-3000, call (703) 312-9221, or e-mail: conventions@nsta.org. Visit their Web site for a full schedule and registration at: <http://www.nsta.org> ♦





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WEX



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